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ABSTRACT

This instructional packet is one of the components of "Work Skills," a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This packet introduces students to the rationale and benefits associated with meaningful work and helps students analyze, plan, research, and decide why and how they will work. The four sections of the guide help students identify their needs and wants, learn about ways work can help them satisfy those needs and wants, match job facts to their personal and work goals, and make decisions about the career and job paths they will follow. Sections contain information, questions, activities, and short case studies to lead students through the career decision-making process. (KC)

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# Work Skills

# Orientation to the World of Work

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**Connections**
**School and Work Transitions**

**Work Skills**

# Orientation to the World of Work

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**The Ohio State University**
**1960 Kenny Road**
**Columbus, OH 43210-1090**
**1987**

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## CONTENTS

Introduction ..... 1

What Motivates You and Other People to Work? ..... 3

What Specific Needs Will Influence Your Career Choices? ..... 9

What Facts Will Help You Match Your Needs to a Career? ..... 17

How Can You Make Good Decisions? ..... 21

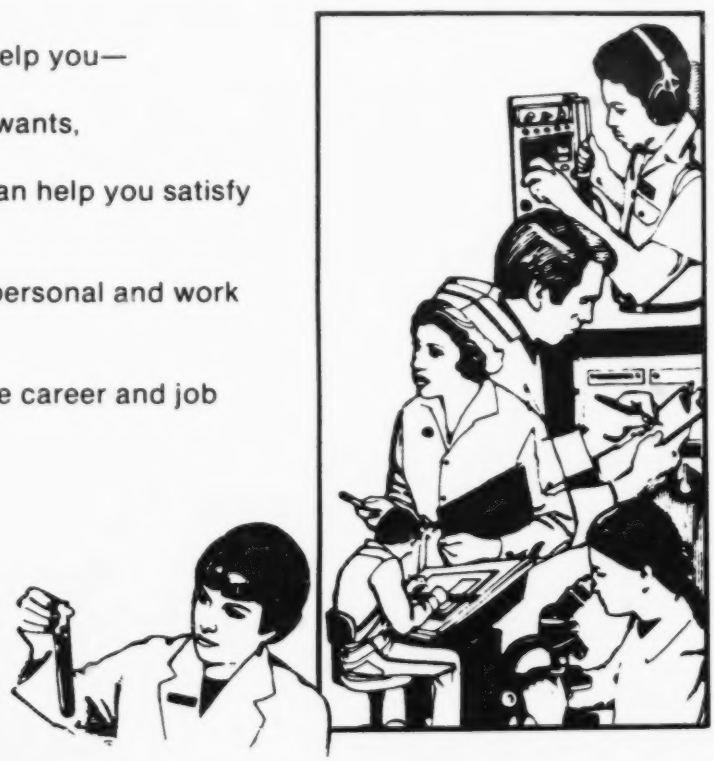
# Introduction

*Orientation to the World of Work* is designed to help you think about why and how you will work.

The average person spends 40 years working in some type of job. Forty years is a lot of time. You will want to spend those years doing work that is satisfying to you.

The activities in this guide will help you—

- identify your needs and wants,
- learn about ways work can help you satisfy those needs and wants,
- match job facts to your personal and work goals, and
- make decisions about the career and job paths you will follow.



# What Motivates You and Other People to Work?

"Why should I work?" People ask themselves this question at various times in their lives. Their answers may differ from one time to another. But they all have one thing in common. They show that people work to satisfy their needs.

## People Have Five Basic Needs

Satisfying needs is important for people of any age. Most of these needs can be grouped under one of five headings.

### Need for Survival

People need food, shelter, and clothing to stay alive. These needs are called physical needs.

### Need for Safety

People need to feel safe . . . safe from danger (physical safety) and safe from things that are upsetting (emotional safety).

### Need for Fellowship

People have a need to belong . . . to be with other people, to be loved, to be liked, to be accepted. Everyone needs some degree of love and friendship.

### Need for Esteem

People need self-respect and respect from other people. They need to be proud of themselves.

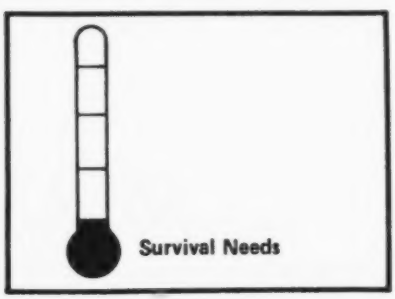
They also need to feel that other people are proud of them. They want other people to admire them and what they do.

**Need for Self-Satisfaction**

People need to feel satisfied with themselves . . . with what they are doing. This satisfaction can come from doing a good job . . . finding new interests . . . gaining knowledge . . . improving skills . . . and finding new meaning to life.

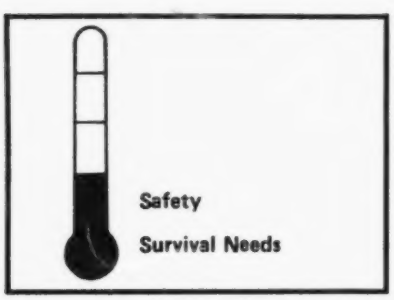
**Needs are Satisfied in Order of Importance**

People fill their needs in the order shown to the left. Think of a thermometer, with each need at a different degree of fulfillment. You have to reach one degree at a time in order to be totally fulfilled.




**Step 1**

Everyone tries to satisfy survival needs first. These are our first and most important needs.




**Step 2**

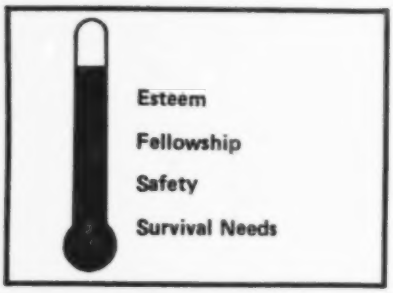
When survival needs have been met, people seek safety. They want protection and security.

**Step 3**

The next need people satisfy is that of fellowship. People want social contacts. They want to be around other people. They want to be liked. They want to feel that they are important to others.

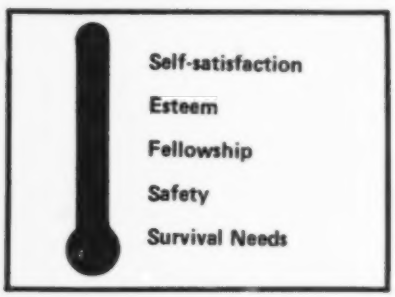
**Step 4**

Esteem follows the need for fellowship. People want self-respect. They want other people to respect them too. They want to have a good reputation.




**Step 5**

Finally, when all four needs have been met, people seek self-satisfaction. They don't always have as much time to devote to this need because they are busy satisfying the other needs.



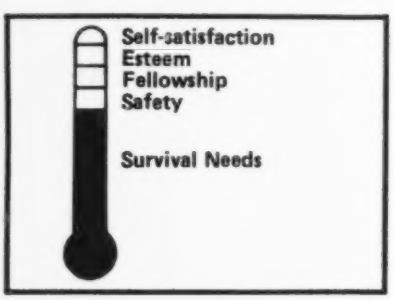

In the next pages, you will examine these five basic needs. You will learn how they differ from person to person . . . and from time to time.

Read the following statements. Then read the examples that illustrate each point.

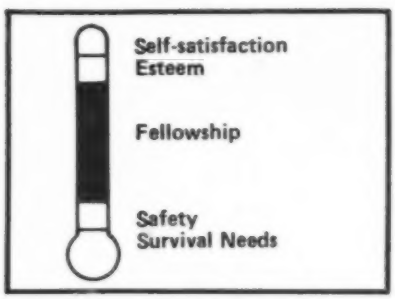
## Needs Differ From Person to Person

While people have the same kinds of needs, their needs differ in degree and in intensity.

- Maggie is divorced. She has three small children to support. Maggie has little income and many expenses. Her main concern is having enough money to make ends meet-to pay for food and shelter. Maggie has a great need for *survival*.

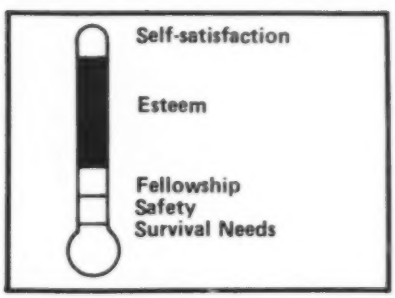


- Larry lives in a rough neighborhood. Gang killings are common. Larry cares very much about safety. *Safety* is his greatest need at present.

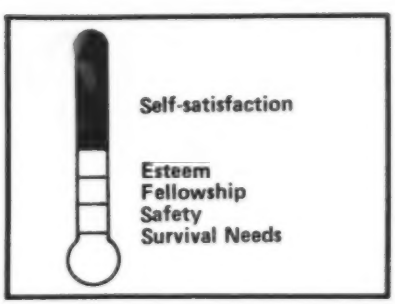



- Anita has satisfied her need for food, shelter, and clothing. She lives in a rough neighborhood like Larry. However, Anita has learned to get along in this area. She is not as concerned for her safety as Larry is for his. But Anita has another need that is important to her.

  Anita has a strong need to belong. She would do almost anything to be liked. She needs to feel that people care about her. She cares about them. Anita has a strong drive for *fellowship*.




- Ralph cares what other people think of him. He wants other people to look up to him . . . to think he is the best. Ralph most needs *esteem*—respect from other people.

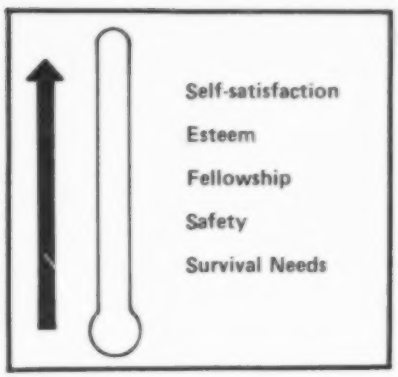



- Sara's family is very wealthy. Sara feels that they have done much for her . . . that they have given her things that have helped her satisfy her needs. She feels she has done little to earn these things.

  Sara needs to do something to feel worthwhile. Sara needs to feel she is growing . . . that she is contributing to society. *Self-satisfaction* is a great need of Sara's.

People's needs depend on their experiences, families, and personalities. No person's needs are exactly like another's. Everyone has needs that are unique. These needs are what motivate or move people to do what they do.

Make a thermometer for yourself. Draw in five levels of needs. Make the bands thin or thick according to how important each need is to you. Then sit back and look at your thermometer. Which of the needs have the widest bands? These are the basic needs that are most important to you today. These are your greatest motivators.

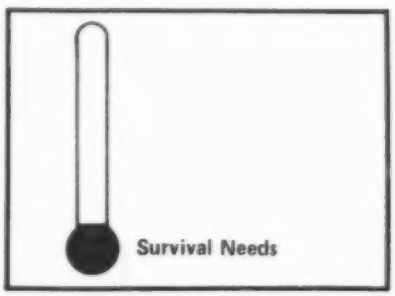


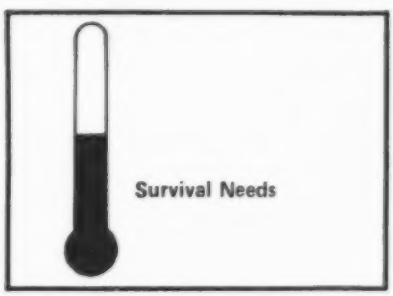

## Needs Differ From Time to Time

Your needs will change over a period of time . . . even from day to day. And the needs that motivate you most will change also. For example:

- Yesterday, Rose lived with her sister. She had satisfied her survival needs. The band on her thermometer for survival was small.

- Today, Rose is looking for a place to live. Her sister's husband returned and Rose was forced to move out. Rose does not have enough money to pay for an apartment. Her survival need is great. Today the survival band on her thermometer is large.




Have any of your basic needs changed in importance over the last year? Think about the reasons why your needs have changed. Can you foresee when they will change again? For example, which needs will be greatest when you decide to live on your own—without help from a parent? Discuss these questions with other classmates.

## Work Helps Satisfy Our Basic Needs

People are happiest when all of their basic needs are satisfied. That is why the five needs mentioned are called *basic*—because they are basic or essential to our lives. And work can help us satisfy these needs.

Working gives us money we can use to pay for food, shelter, and clothing. It helps us satisfy the need to survive. Working in an honest, responsible, and challenging job can satisfy our needs for safety, fellowship, esteem, and satisfaction. It is the combination of needs that motivates us to work.

Think about how work can satisfy your needs. Then, get Worksheet 1 from your instructor. Write a brief description in the spaces provided on the worksheet. Describe how work can satisfy each of your five basic needs.

# What Specific Needs Will Influence Your Career Choices?

You have learned about your basic needs and how work can help you satisfy them. Now, you can find out more about your specific needs. These are the needs that will motivate you to select a given career and look for a job

Let's look first at the most basic need, survival.

## Survival

### Need for Essentials for Living

Life's essentials—food, shelter, and clothing—cost money. Therefore, you will need to work to pay for these essentials and for anything else you want to buy.

Some people earn more than they spend on food, shelter, and clothing. They have money left over to spend on other things.

They can buy things that are not **essential** to life, like cars and furniture.

The amount of money you earn will depend upon the job you get. Some jobs pay only a minimum wage. That is the smallest amount of money an employer can pay an employee. It is not easy to buy more than the essentials with this amount of money. Other jobs pay more. Such jobs also require more skills.

*Would you be satisfied to earn a minimum wage? Would you study harder to get a job that pays more? What is worth your time and effort?*

## Safety

### Need for Physical Safety

People demand different degrees of safety in their lives and jobs. What is safe to some people is not safe to others.

For example, Alice feels it is safer to drive a taxi than to sky dive. In reality, a skilled sky diver may be safer than Alice, who meets many unskilled drivers on the road.

It is true, however, that some jobs are definitely safer than others. For example, firefighters have more dangerous jobs than tailors. People who work on oil rigs have more dangerous jobs than plumbers.

*What do you call safe? How important is safety to you?*

### Need for Emotional Security

Security means being safe. That feeling comes from knowing that you have some control over what happens to you—that you will not be surprised by things beyond your control. People are content with different levels of security.

**Example:**

- Salesperson A must sell $100,000 of goods every six months to keep a job.
- Salesperson B must call on twenty customers each week to keep a job.

*Who is more secure?*

**Answer:**

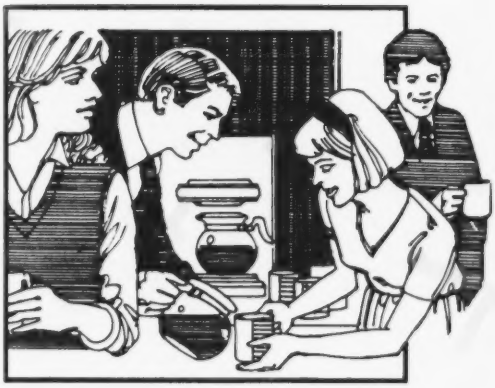
- *Salesperson B. A has little control over how much customers will buy. B has much*

control over the number of customers he or she visits.

*How much security do you need?*

## Fellowship

### Need for Fellowship at Work



Many people like working with others. Some of them develop close friendships with their co-workers.

There are some people who prefer to work alone. They enjoy the quiet. They want to work without interference or disruptions. They have no interest in working or socializing with co-workers. They reserve their friendships for after work hours.

*Do you enjoy working with other people? How important is it to you to work with people you like?*

### Need for a Social Life

It takes time to develop true friends. You must have time to talk together, share experiences together, and have fun together.

*Are friends important to you? How much time will you give to your friends?*

### Need for Love

People choose to live with other people because they have a need to belong . . . to be loved. To be loved, they must give time and attention to the people in their lives. They must be involved with those people.

*Who are the people in your life? A wife? A husband? Children? Parents? Others?*

*What amount of time do you want to give to the people with whom you share a life?*

## Esteem

### Need for Respect from Others

Respect is when people think well of you . . . when they admire you and what you do. People want respect from—

- parents
- spouse
- children
- friends
- co-workers
- people in the community
- clergy
- national leaders
- world leaders

*Whom do you want to respect you? Whom will you feel proud to tell about the job you select?*

### Need for Self-Respect

People want to be proud of what they do. They want to feel that they are important in their jobs, to their employers, to their co-workers, to other people, and to their families. People need to feel that they are worthwhile. And they need to feel they are following their values, such as—

- caring for others
- winning
- being honest
- having money
- being well known
- doing a good job

*What are your values? What is important to you? What will make you feel proud of yourself?*

## Self-Satisfaction

### Need for Independence

Independence means being on your own . . . not dependent on others. People become independent from relatives or from welfare when they are able to make a living on their own.

People can also be independent in their work. They can become self-employed. People who are self-employed must succeed on their own. They must pay for all expenses that a company would pay for, such as—

- equipment
- building
- utilities
- insurance
- vacation pay
- sick leave
- retirement funds
- salaries

This is a risk. It can be good or bad depending on whether you make enough money to pay for these things (and satisfy your personal needs).

> *How independent do you want to become? Do you want to stop depending on others for financial support? Do you want to be independent from an organization? from supervisors?*

**Need to Achieve Goals**

People have goals that relate to their jobs and to their personal lives. They feel satisfied when they are using their interests and abilities to achieve these goals. What satisfies one person may not satisfy another.

For example, some people feel satisfied when they—

- enjoy their work
- do the best job they can
- have time to develop outside interests

Other people feel satisfied only when they—

- gain recognition
- get promoted

**Example:**

- Ann's work is satisfying to her. This year she has developed new skills. She has been promoted from bank teller to bank trust advisor. Ann is continuing her education by taking evening courses in college. She has ambitious career goals.
- Dan's work is satisfying to him, too. He has been a bank teller for three years. He likes the work. He does a good job. Dan also has time to pursue his hobby of fishing and to enjoy his family. Dan is happy with his work and life.

*What is satisfying to Ann? What is satisfying to Dan?*

*What are your career goals? What satisfaction do you seek?*

**Need for Leisure Time**

Leisure time is a time to develop friendships. It is a time to love others and to receive love. It is a time to develop hobbies and other skills.

There are many ways to spend leisure time. You can swim, play cards, talk with friends, garden, go to ball games, picnic, read books, play sports, talk with members of your family or others.

People must decide how much leisure time they want and need in their lives. They must learn how much leisure time their jobs will allow. All jobs have different time demands.

**Example:**

- Factory workers work on given shifts. Many work the 7:00 a.m. to 3:00 p.m. shift, punching in and out at the set times every day.
- Most accountants work from 8:00 a.m. to 5:00 p.m. However, at tax time, from

January to April, many accountants work from 8:00 a.m. to 10:00 p.m. During this busy season, they have little time for leisure or for the things people enjoy in their leisure time.

*What amount of time do you want for leisure? Why?*

**Need for Learning**

Education covers a variety of areas. It refers to the process of learning new things . . . things from accounting to carpentry and from skiing to knitting.

Many people have a need to learn. So they go to school. They take courses and enroll in training programs. They pursue their interests. They use their abilities to develop skills.

Many people learn from watching others, too.

*How did you learn to cook? To shovel snow? To wash a car? To change a tire?*

There are many things to learn and many ways to learn them.

*Do you want to continue learning? How important is education to you?*

*Have you thought about the needs described? Have you been able to answer the questions? Have you been able to identify the needs we have been talking about . . . the needs that will influence your career choice?*

Meet with a small group of other students. Go back and re-read the questions in this section on needs. Discuss these questions in the group. Talking with others should help you to assess your needs more correctly.

## Now . . .

Get Worksheet 2 from your instructor. Read the needs along the left side of the page. Then find the heading titled **"Work could help me to get . . . (Description)."** Under this word, list the things you hope to get to satisfy each need.

The first one is done for you. To do the others, ask yourself the following questions:

- *What things could work help me get to satisfy each need?*
- *How can work help me get the things I need?*

Remember, don't be too greedy. Be realistic about what work could satisfy for you at this time. Look at the completed worksheets on the next two pages. Use them as samples. Notice that both Sophie and Frank have listed only a few things they want to satisfy each need. You may have more items in your lists. But keep your lists somewhat short. List only the things that are most important to you.

Next, rate these things in order of importance. To do this, place a checkmark under the columns titled **High, Medium,** or **Low.** The needs you rate high are the ones you will consider most when making career choices.

# What Facts Will Help You Match Your Needs To A Career?

It is true that work can help you satisfy many of your needs. However, some jobs will be more satisfying to you than others. To determine which jobs will be best for you, you must learn facts about the following:

- Job responsibilities
- Job requirements
- Education and training requirements
- Working conditions
- Employment outlook
- Salary
- Opportunities for advancement
- Working relationships

This information will help you determine which jobs will meet your needs.

Think about three occupations or types of jobs that are interesting to you. Learn about the various occupations. Get books that give you occupational information. The *Occupational Outlook Handbook* is one resource you can use. Ask your teacher or librarian for titles of other resources. Use these resources to find answers to the questions that follow.

**Job Responsibilities**

*What will you do?*
*Who will supervise you?*

### Job Requirements

*What diplomas or degrees do you need?*
*What skills do you need?*
*How many years of experience are required?*

### Education and Training Requirements

*What education will you need?*
*Where will you get the education you need?*
*How many months or years will your education take?*

### Working Conditions

*What hours will you work?*
*In what kind of place will you work?*
*What kind of work will you do?*
*What special demands will be made of you?*

### Employment Outlook

*Will jobs be available in this work in the future?*

### Salary

*What is the typical beginning salary?*
*What raises can you expect?*

### Advancement

*What are your chances for promotion?*
*To what positions can you be promoted?*

### Working Relationships

*How many people will you work alongside?*
*In what way will you work with others?*

*In what way will you supervise or be supervised by others?*

# How Can You Make Good Decisions?

When people have facts, they can make decisions. Read the facts in the case below. Learn how you can go about matching needs to a given job.

**Name:** Sophie Walker

**Job:** Carpenter with A. J. Max, Inc.
Must have completed an apprenticeship training program.
Responsible for new home construction and indoor remodeling.
Work with one other carpenter.
Regular work at 40 hours per week.
Working hours are 8:00 a.m. to 5:00 p.m. each day in a five-day week.
Occasional overtime work with extra pay. Salary is $13,500 a year.

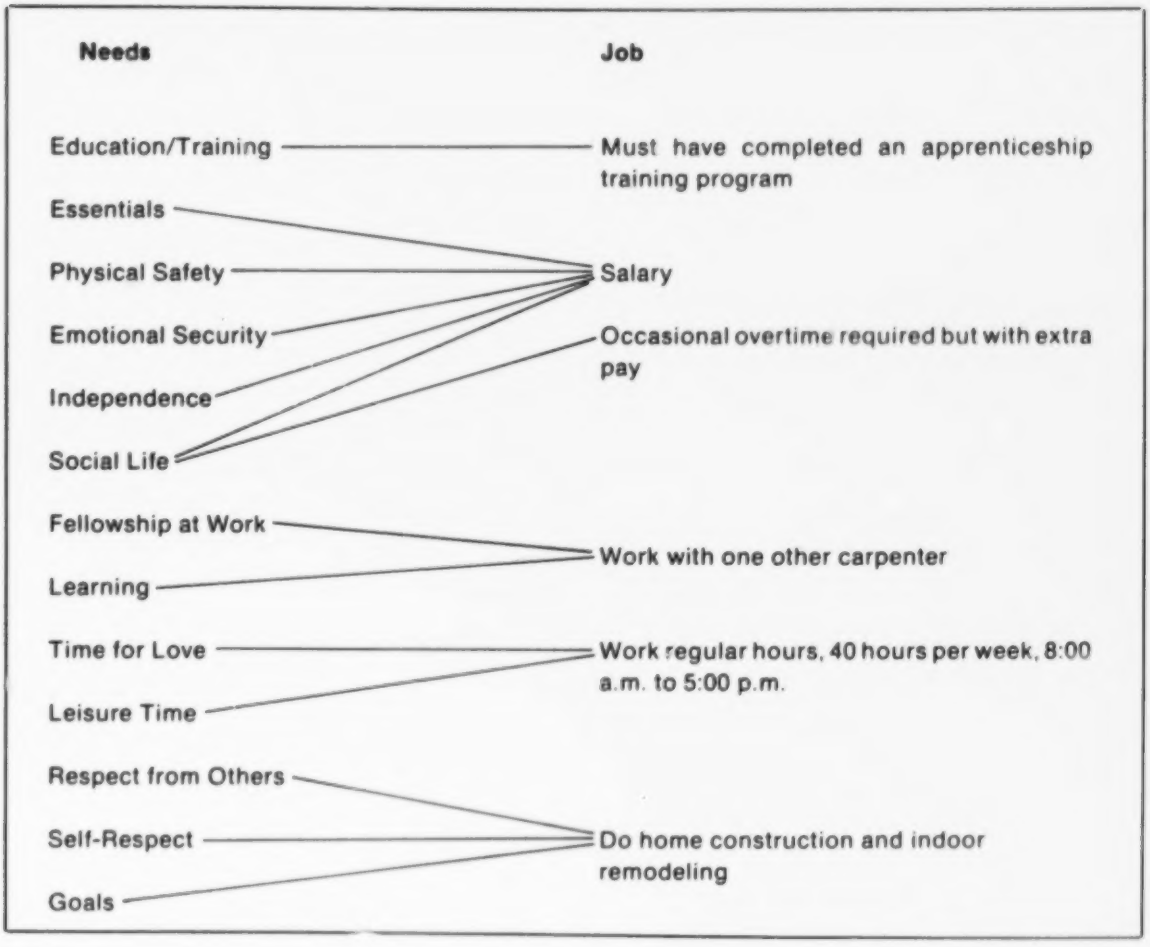
## Worksheet 2

| Needs | "Work could help me get . . ." (Description) | Degree of Importance: High | Medium | Low |
|---|---|---|---|---|
| Essentials for Living | Food<br>Apartment Rent<br>Winter Coat | ✓<br>✓<br>✓ | | |
| Physical Safety | Freedom from a person who beats me (a person I have to live with because I have no money). | ✓ | | |
| Emotional Security | Peace of mind. Lack of worry about expenses and other stresses. | | ✓ | |
| Fellowship at Work | Contact with people who enjoy my interest in carpentry | | | ✓ |
| Social Life | Money to go to ball games with my friends | | ✓ | |
| Love | Evenings, Saturdays, and Sundays free to spend with my friends and family. | | ✓ | |

## Worksheet 2 (continued)

| Needs | "Work could help me get . . ." (Description) | Degree of Importance: High | Medium | Low |
|---|---|---|---|---|
| Respect from Others | Praise from my minister<br>Respect from my uncle | | | ✓ |
| Self-Respect (values) | A chance to show I can do something well.<br>A chance to earn money | ✓<br>✓ | | |
| Independence | Money to support myself | ✓ | | |
| Goals | A chance to be a good carpenter | ✓ | | |
| Leisure Time | Evenings, Saturdays, and Sundays for leisure. | ✓ | | |
| Learning | A chance to improve my skills by working with and watching another carpenter. | | | ✓ |

See how the carpenter job matches Sophie's needs and wants. This is an easy match.




*What if you can't find an exact match for yourself? How can you decide what to do? How will you go about making a decision?*

## Steps in Decision Making

There are five steps in making decisions. Read these steps. They are noted below. Learn how Frank Cellino uses the steps to solve his problem.

**Step 1**
**Identify the Problem**

*What is the choice you must make?*
*What do you want out of the choice?*

Frank Cellino is a high school graduate. He wants to be a technician. Frank must decide if he should get the education he needs to become a technician in mechanical engineering.

**Step 2**
**Gather Facts**

*What information do you need?*
*What do you know about the career?*
*What do you know about yourself?*

**About career:**

**Job description for technician, mechanical engineering**

Must have graduated from a two-year program at a technical institute or have completed similar training elsewhere.

Responsibilities include—

- working with two technicians
- conducting experiments planned by mechanical engineer
- operating and maintaining equipment
- keeping records

Hours: 8:00 a.m. to 5:00 p.m. Monday through Friday
Salary: $14,000 a year

## Worksheet 2

| Needs | "Work could help me get . . ." (Description) | Degree of Importance High | Medium | Low |
|---|---|---|---|---|
| Essentials for Living | FOOD<br>APARTMENT | ✓<br>✓ | | |
| Physical Safety | AN APARTMENT IN A SAFE NEIGHBORHOOD | ✓ | | |
| Emotional Security | STEADY EMPLOYMENT | ✓ | | |
| Fellowship at Work | FRIENDS IN THIS TOWN | ✓ | | |
| Social Life | MONEY TO USE FOR ENTERTAINMENT, FRIENDS TO ENJOY AFTER WORK HOURS. | ✓ | | |
| Love | INTRODUCED TO SOME WOMEN. EVENINGS AND WEEKENDS FREE TO DATE | | ✓ | |

Worksheet 2 (continued)

| Needs | "Work could help me get . . ." (Description) | Degree of Importance High | Medium | Low |
|---|---|---|---|---|
| Respect from Others | RESPECT FROM FRIENDS IN THE TOWN I JUST LEFT.<br>RESPECT FROM MY FATHER. | ✓ | ✓ | |
| Self-Respect (values) | KNOWLEDGE THAT I AM TRYING TO IMPROVE MYSELF.<br>FEELING THAT I CAN DO THE WORK WELL. | ✓<br>✓ | | |
| Independence | MONEY TO MOVE INTO AN APARTMENT WITHOUT ASKING MY FATHER FOR FINANCIAL HELP. | ✓ | | |
| Goals | SUCCESS IN THE WORK I CHOOSE. | ✓ | | |
| Leisure Time | EVENINGS AND WEEKENDS FREE FOR HOBBIES AND OTHER PASTIMES. | | ✓ | |
| Learning | NEW SKILLS | | ✓ | |

**Frank's needs that could be met by the job of mechanical engineering technician:**

Salary could meet these needs:

- Essentials for living
- Physical safety
- Independence
- Social life

Responsibilities could meet these needs:

- Emotional security
- Self-respect
- Fellowship
- Respect from others
- Personal goals for achievement
- Goals

Hours could enable Frank to meet these needs:

- Social life
- Love
- Leisure time

**The Main Issue: Frank's Limitation**

Education requirements show that Frank must graduate from a two-year technical institute before he can work in this type of job. Frank has a high school diploma. Learning is of medium importance to Frank. But self-respect is of high importance.

**Step 3**
**Identify the Options**

List the choices.

1. Frank could postpone working for two years and go to school. He could develop skills now so that he could meet his needs in the future by getting a better job.

2. Frank could get a part-time job while he attends school full time. Or Frank could get a full-time job and attend school part time.

3. Frank could give up the idea of becoming a technician. He could look into other careers.

**Step 4**
**Weigh the Choices**

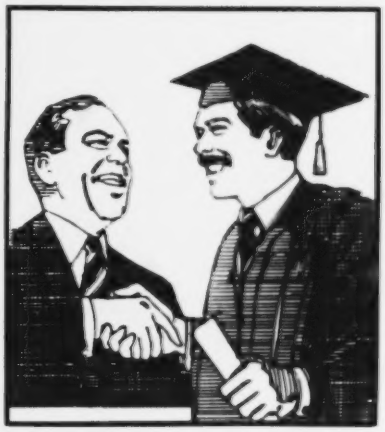
Compare the alternatives with your goals, then with your needs and wants. Eliminate any choices that no longer seem to be good ones.

1. **If Frank goes to school, he may gain—**
   - the chance to develop new skills
   - self-respect
   - respect from his old friends
   - satisfaction
   - opportunity to enter the career of his choice

   **If Frank goes to school, he will have no income. He will probably postpone—**
   - having his own apartment
   - emotional security
   - social life

2. **If Frank works *and* attends school, he may—**
   - be too tired to do well in school
   - have little time for study
   - have no time for friends or leisure time
   - feel frustrated

   **Or Frank may—**
   - plan his time better because he knows he has little free time
   - get a part-time job that is related to mechanical engineering and learn while he works
   - be able to satisfy his needs for an apartment



- feel more emotional security

3. **If Frank gives up the idea of becoming a technician, he may wonder if he made the right choice.**

**Step 5**

**Make a Choice**

Make the best decisions you can based on all the information you have.

*What do you think Frank will do?*
*What would you do?*

The answers to the questions might be quite different. You and Frank are two different people. To make a choice, think about your greatest needs and wants. Weigh the consequences of each decision.

*How much is at stake?*
*What are the risks?*
*What will I have to give up or postpone?*
*What will I have to do?*
*How important is the choice to me?*
*How willing am I to give up one thing for another?*

## You and Your Goals

**Short-Term Goals**

One way to make choices—to resolve conflicts between what you need and what you can have—is to think of long-term goals

*What do you want five or ten years from now?*
*What do you have to do to get it?*

Many people fail to think ahead. Their decisions are shortsighted. They work only for the immediate future. They work to satisfy their immediate needs and wants.

Several examples follow. The information in each is brief. There is a lot more that could be said about each of the people described. However, the purpose of this exercise is to get you to think about what has been said . . . and about what might have been omitted from the description.

Read the examples. Then answer the questions that follow.

- Alan Worth is a businessman. He has a great drive to succeed. He also loves to camp and fish. But Alan works day and night. He has no time for leisure. He has no time for his wife and children.

  *What are Alan's short-term choices?*
  *What could be the long-term effects of Alan's choices?*

- Leo always wanted to be a geography teacher. He had always enjoyed reading books about the geography of the earth. Leo felt that his love for children and for the earth would help him be a good geography teacher. But school costs money and Leo didn't have any. He could have worked for a time and saved money for school. He could have borrowed money or applied for financial aid. But Leo wanted to get married. Soon after marriage, Leo and his wife had a child. Leo decided to become a taxi driver.

  *What were Leo's long-term goals?*
  *Why did he give them up?*
  *How do you think Leo will feel about ignoring his desire to be a teacher?*

Meet with several other students to discuss these examples. How did you answer the questions? Find out if other participants answered in the same way. Discuss other questions about making choices that reflect short-term goals.

1. Discuss the drawbacks of short-term thinking.
2. Tell about similar cases that you know.
3. Identify the kinds of needs and wants that most often get in the way of long-term goals.

**Long-Term Goals**

Pursuing long-term goals sometimes means giving up certain things permanently. And this is all right when people know what they are giving up and do it willingly.

For example, Sister Teresa is a famous nun who won the Nobel Prize for Peace. She gives up money, security, and safety to do things for other people . . . to follow what she feels is God's will.

Sister Teresa chose self-esteem and self-satisfaction as her priorities. She lives up to her values.

*What has Sister Teresa given up in her life?*

*What personal needs has Sister Teresa fulfilled?*

*Do you think Sister Teresa is happy with her decision . . . with her choice of work?*

*Would you be happy with the same choice?*

*Why is it important to satisfy your own needs . . . not someone else's needs?*

People often make the mistake of satisfying only the needs of other people. They forget to satisfy their own needs.

- For example, Joe wanted to become a police officer. His parents were against this. They felt the job was too dangerous. They put a lot of pressure on Joe to change his mind. Joe did. Today he wonders if he would have liked being a police officer better than he likes his current job.

- Sally wanted to be a plumber. She enjoyed working with her hands. She liked to put things together and see how they work. But Sally's husband felt that women should not be plumbers. He felt it was unfeminine. He wanted Sally to be an executive secretary.

  After much discussion, Sally agreed to train to become a secretary. Today she is an executive secretary. But she is also divorced from her husband. Sally feels badly that she never did the work she enjoyed most.

People cannot accurately predict the outcomes of their choices. But they must try to make choices that are best for them.

Invite community workers to speak to you and your class. Your instructor will help you arrange this. Ask workers to discuss ways they have combined job goals and personal needs and wants. Find out what has worked for each of them. Find out if they regret any of their choices and why. Ask if they would do things differently today.

Take notes as visitors speak. Write down the main ideas. Think about these facts as you make your career decisions and plans. Making career decisions is not an easy matter. It takes a lot of careful thought and planning. And it continues throughout your lifetime.

## Choices and Change

Once you make a decision, follow these steps. Make sure you are going where you want to go.

**Step 1**

**Make a Plan**

Decide what you need to do to meet your objective. Know what you will gain. Know what you will give up.

**Step 2**

**Take Action**

Do the things you had planned.

**Step 3**

**Evaluate Your Decision**

Are you satisfied with your decision? If not, why? What changes can you make? Can you satisfy the needs and wants that are most important to you? If not, can you live with the consequences?

**Step 4**

**Replan**

Repeat the steps in the decision-making process. Review new information. Consider other choices. Make decisions that satisfy the needs and wants that are most important to you.

Now that you know the process, look forward to your preparation for work. Remember your long-term goal. Adequate preparation for work will help you to reach your long-term goal. It will help you choose and find work that is satisfying to you.

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